



***St Eugene College***

*Dare to grow in faith, hope and love*

**YEAR 10**

**2025**

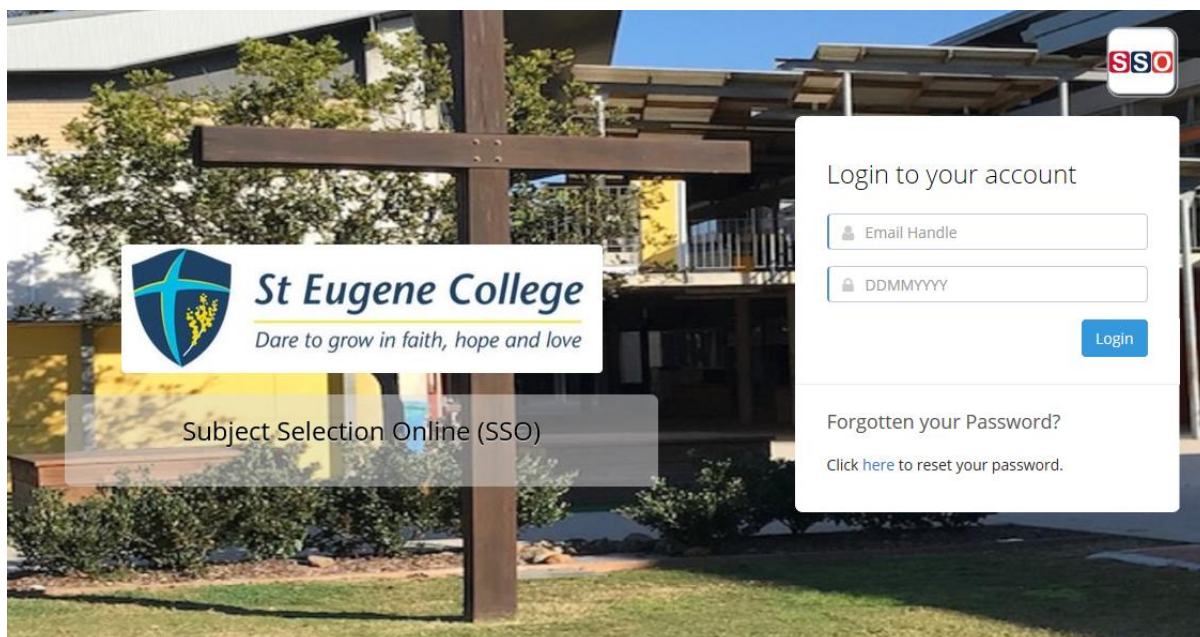
**CURRICULUM HANDBOOK**

*Where I Belong...*

Access to Subject Selection Online:

<https://client.subjectselectiononline.com.au/?school=dykqg>

This link will be sent to all Year 9 students via email.



Username: Email Handle, for example, Jsmith12. Do not include the entire email address

Password: Student Date of Birth (DDMMYYYY), for example, 09092020

Step 1: Select three (3) Electives and two (2) Reserves

Step 2: Print out Subject Selection and have parents/carers sign

Step 3: **RETURN SIGNED COPY TO STUDENT SERVICES BY  
Friday 23<sup>rd</sup> AUGUST 2024**

*NOTE: IF YOU DO NOT HAVE INTERNET ACCESS AT HOME, STUDENTS ARE ABLE TO COMPLETE THIS PROCESS AT SCHOOL AND PRINT TO TAKE HOME TO BE SIGNED.*

**The online process will OPEN:**

DATE: Monday 19<sup>th</sup> August 2024

TIME: 8:00 PM

**The online process will CLOSE:**

DATE: **Friday 23<sup>rd</sup> August 2024**

TIME: 9:00 AM

# COLLEGE VISION AND MISSION

## VISION

Enter to **LEARN**

Dare to **GROW**

Leave to **SERVE**

## MISSION

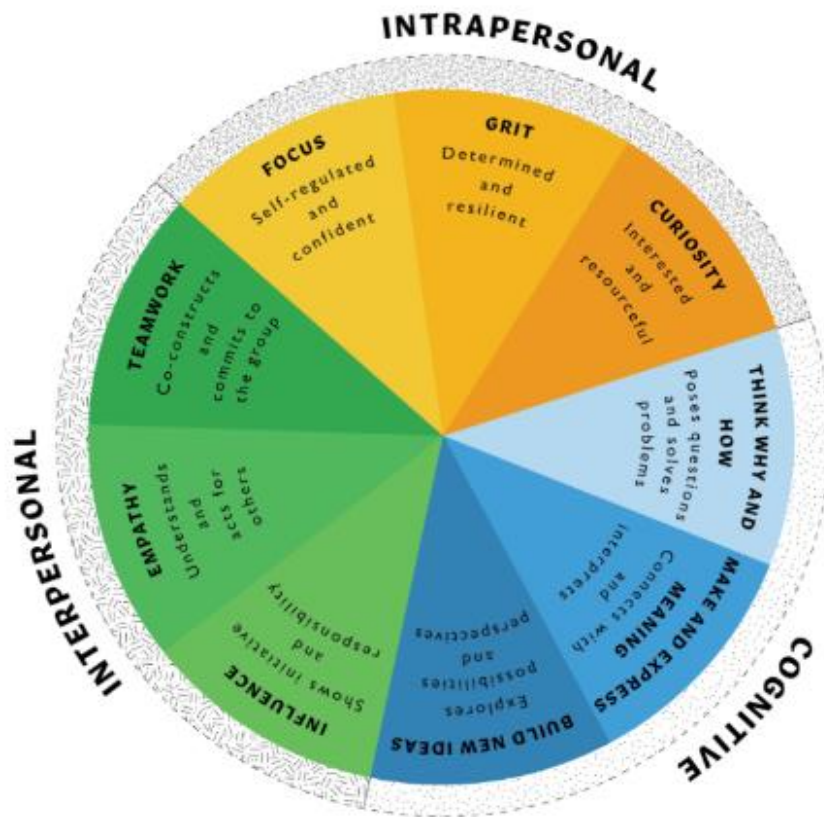
Each student is welcomed into our Prep to Year 12 family as they journey through an engaging environment of deep learning, authentic continuity of curriculum, Christian values and Oblate charism from early childhood to young adulthood.

## Values

Dignity; Community; Excellence; Hope; Service



# Learning and Teaching at St Eugene College



St Eugene College is committed to delivering a faith-filled curriculum that transforms schooling. The Learning Disposition Wheels provides our learners the essential skills, capabilities, and dispositions to be successful young people at school and in the wider community.

A St Eugene learner will be immersed in the worlds of creativity, communication, collaboration, and critical reflection that will provide real-life learning experiences and opportunities for authentic deep learning. A strong focus on student voice and agency is embedded in learning where students and staff are seen as co-creators of learning.

Learning and wellbeing are connected as one and supported by the practices of a positive climate for learning underpinned by restorative practices of collaboration and harmony.

# COLLEGE SENIOR LEADERSHIP

PRINCIPAL

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## INTRODUCTION

Year 10 marks the beginning of the Senior Phase of Learning. Year 10 is designed to prepare students for a more personalised learning pathway, leading to post school opportunities and options. Students have the opportunity to select electives as they progress towards Year 11 & 12 where there is full choice across the curriculum. In Year 10 students are encouraged to select electives that:

- Challenge them
- Interest them
- Help them learn more about themselves as learners

## SELECTING SUBJECTS

### DO CHOOSE SUBJECTS:

- that you are good at,
- that may be something you are interested in as a career,
- that you enjoy,
- that will help you develop skills, knowledge and attitudes useful in life, and
- that you are willing to work hard

### DO CHECK OUT SUBJECTS THAT YOU INTEND TO STUDY:

- read each outline carefully,
- talk to the teachers from each subject,
- talk to students who are studying or have recently studied this subject,
- attend and ask questions at the Subject Selection Evening,
- look at text books and materials used in this subject.

### DON'T CHOOSE SUBJECTS:

- that you have struggled with or disliked in the past,
- because you think they will be easy,
- because your friends are doing them,
- if you have not researched beyond the name of the subject,
  - eg. choosing ICT because you like computers,
- because someone tells you to do it because you're good at it (remember the **DOs!** It is your pathway NOT theirs!),
- based on the teacher you think will teach the subject.

## SENIOR PHASE LEARNING PATHWAY INFORMATION

### **SETPLAN** – the Senior Education and Training Plan

This is an individual plan worked through with students in Year 10 in preparation for pathways in Year 11 and 12. This process begins in Term 2 of 2024.

The SET planning process is a legal requirement of all schools. The process at St Eugene College allows teachers to work in partnerships with parents and students to ensure that our young people are set up for success when they enter Year 11.

As it is a legal requirement, it is expected that all parents engage with the SET planning process.

### **VETiS (VET in School)**

From Year 10 students have the opportunity to begin to undertake external VET courses as well as school-based apprenticeships and traineeships so it is important to understand how the funding for these courses works as well as how they will impact on students' timetables.

Vocational Education and Training in Schools (VETiS) is a program that enables students to gain nationally recognised qualifications while at school. Students learn skills and knowledge required for specific industries. VETiS can be undertaken in years 10, 11 and 12, and can count towards the Queensland Certificate of Education. VET can also be undertaken while a young person is still enrolled at school through a school-based apprenticeship or traineeship (SAT).

Students at St Eugene College have the opportunity to undertake a range of VET qualifications in their senior years, including TAFE at School courses, certificate courses offered through other external providers (for example the Trade Training College), certificate courses run as school-based subjects in Years 11 and 12 (such as Certificate III in Fitness and Certificate II & III in Health Support Services) as well as school-based apprenticeships and traineeships.

VET in school funding is a program funded by the VET investment budget that allows student to undertake **one** VET qualification at a certificate I or II level without having to pay fee for service (at no cost to the students). Students who wish to undertake more than one VET qualification or a VET qualification at a Certificate level III or higher will typically be required to **pay an additional cost** (fee for service) to undertake that course.

It is important that students **make informed decisions** about where to use their VET in School Funding as they can only utilise this for **one** VET course. If they use up their funding in Year 10 and then change their mind about future pathways which require a different VET course than this can become costly.

School-based apprenticeships and traineeships offer another option for students to undertake VET qualifications whilst at school. Typically, these are User-Choice funded and therefore do not affect students VETiS funding. They are also very beneficial as students gain lots of hands on experience and are also paid a wage for the day that they spend at their place of employment.

In terms of the impact on students' timetables, any students who undertakes an external VET course during Years 10 – 12, will study one less elective subject and have a study line in place of that subject to either work on the course (for online courses) or catch-up lessons missed if they are required to attend their course/ traineeship on a particular school day.



## WHAT DO YOU STUDY IN YEAR 10?

### CORE SUBJECTS



















Religious Education  
English  
Mathematics  
Health and Physical Education  
Short Course in Careers  
Education




### ELECTIVE SUBJECTS

Students select **3 options** to study plus **2 reserves**.

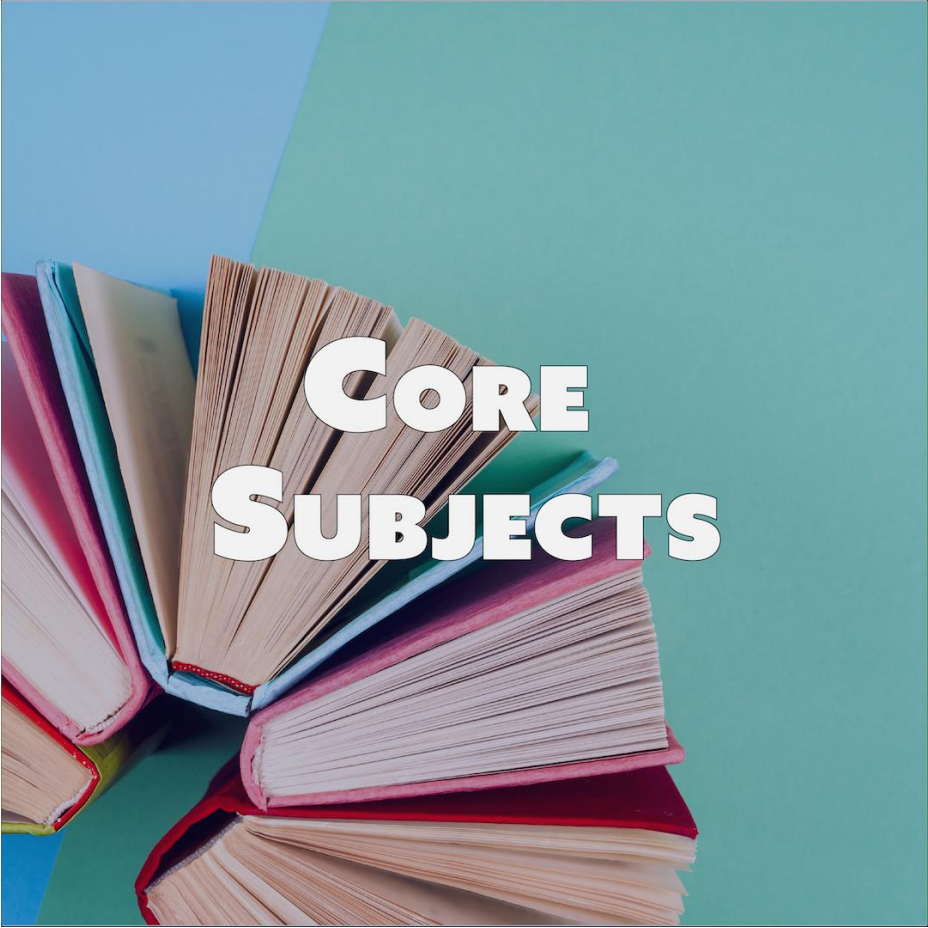
Civics and Citizenship  
Dance  
Drama  
Economics and Business  
Geography  
History  
Media Arts  
Music  
Physical Education  
Science  
Digital Technologies  
Design Technologies - Design and Graphics  
Design Technologies - Engineering  
Design Technologies - Food Specialisations  
Visual Arts  
External Course (VET in School options)

## Senior Years' Curriculum Map

Year 10 Subjects	Year 11 and 12 Subjects
<b>Religion</b>	Religion and Ethics 
	Study of Religion 
<b>English</b>	Essential English 
	General English 
<b>Mathematics</b>	Essential Mathematics 
	General Mathematics 
	Mathematical Methods 
	Specialist Mathematics (elective) 
<b>Science</b> <b>*Must study to study a Senior General Science subject.</b>	Chemistry 
	Biology 
	Physics 
	SIPS 
<b>History</b>	Ancient History 
<b>Civics</b>	Legal Studies 
<b>Business</b>	Business Studies 
	Business 
<b>Health and Physical Education</b>	Physical Education 
	Sport and Recreation 
	Certificate III Health Support Services 
<b>Physical Education</b>	Physical Education 
	Sport and Recreation 
<b>Design Technologies - Design and Graphics</b>	Design 
	Industrial Graphics Skills 
<b>Design Technologies – Engineering</b>	Industrial Technology Skills 
	Furnishing Skills 
<b>Design Technologies - Food Specialisations</b>	Hospitality Practices 
<b>Digital Technologies</b>	Information and Communication Technology 
	Digital Solutions 
<b>Media Arts</b>	Film, Television and New Media 
<b>Dance</b>	Dance in Practice 
	Dance 
<b>Drama</b>	Drama in Practice 

	Drama	
<b>Music</b>	Music in Practice	
	Music	
	Music Extension (Year 12 only)	
<b>Visual Art</b>	Visual Arts in Practice	

CORE SUBJECTS



# RELIGIOUS EDUCATION

## INTRODUCTION

Religious Education aims to develop the students' religious literacy in the Catholic tradition, so that they may participate critically and reflectively in their faith communities and the wider society. In Year 10, Religious Education acknowledges that Australia is a pluralistic society with a great variety of religious traditions. It is organised into four strands: Scripture, Celebration and Prayer, Morality and Beliefs, which are developed into four units of work experienced throughout the year. The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way within the context of the Oblate spiritual tradition.

## TOPICS FOR STUDY

In Year 10, students learn about various ways in which humans have understanding of the mystery of God or the 'Other' which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to the awareness of the presence of God.

Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, sent to carry on Jesus' mission in the world. They participate respectfully in a variety of personal and communal prayer experiences, including prayers for justice, peace and the environment. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Centering Prayer and prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Prayer of St Teresa.

## HOW STUDENTS ARE ASSESSED

In Semester Two, students have an opportunity to select assessment tasks tailored to prepare them for either Study of Religion (General subject) OR Religion and Ethics in Years 11 and 12.

### Semester One: Religion

- Investigation – multimodal response
- Project – multimodal and written response

### Semester Two: Study of Religion

- Investigation – inquiry response
- Examination – extended analytical response

### Semester Two: Religion

- Investigation – written response
- Project – product and spoken

# ENGLISH

## INTRODUCTION

The English curriculum is built around the 3 interrelated strands of *Language, Literature and Literacy*. In Year 10 students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

## TOPICS FOR STUDY

### Semester One

- Film study – The Boy in Striped Pyjamas
- Persuasive Speech – Social Media and its Influence

### Semester Two

- Creative Written Unit
- Nove/Play Study Unit

## HOW STUDENTS ARE ASSESSED

Students create a range of imaginative, analytical and persuasive types of texts and complete assessment tasks tailored to prepare them for either General English, Literature OR Essential English in Year 11 and 12.

### Semester One

- Examination – analytical written response
- Extended Response – persuasive spoken

### Semester Two

- Examination – imaginative written response
- Examination – analytical written response or short response

# MATHEMATICS

## Semester 1

All students will study Year 10 ACARA Mathematics Curriculum v9.0 in Semester 1.

### Topics for Study:

- Number – approximations and their application in measurement and calculations
- Algebra – exponent laws, algebraic and graphical displays of functions, growth and decay
- Measurement – surface area and volume, measurement errors, scaling and proportion
- Statistics – bivariate data analysis, including scatterplots and regression

## Semester 2

Students will choose one of three options in Semester 2 – Core Mathematics, Extension Mathematics or Short Course in Numeracy. Students and parents will be guided in this choice by previous Mathematics advice from the teacher / Curriculum Leader and/or their anticipated subject choices for Mathematics in Senior Years.

### Short Course in Numeracy

The course focuses on aspects of numeracy and is informed by the Australian Core Skills Framework (ACSF). The requirements for a grade of C in this Short Course mirror the numeracy requirements for ACSF Level 3.

In this course of study students will:

- learn a variety of strategies to develop and monitor their own learning
- identify and communicate mathematical information that is embedded in a range of texts and contexts from everyday life and work
- use mathematical processes and strategies to solve problems in a range of situations
- reflect on outcomes and the appropriateness of mathematical processes used.

Numeracy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work, or in Essential Mathematics. A course of study in Numeracy may establish a basis for further education and employment in trade, industry, design, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

### Core Mathematics

The focus of this Mathematics elective is to provide students with a preparation for Essential and General Mathematics in Year 11 and 12 by focussing on the Year 10 ACARA Mathematics Syllabus.

### Topics of Study

- Algebra – linear simultaneous equations; graphical representations; inequalities
- Measurement – logarithmic scales; practical problems involving trigonometry and Pythagoras' theorem
- Space – congruency and similarity, as they relate to navigation; networks
- Probability – Chance experiments; conditional statements

### **Extension Mathematics:**

The focus of this Mathematics course is to provide students preparation for both Mathematical Methods and Specialist Mathematics in Year 11 and 12 by focussing on both the core and optional aspects of the Year 10 ACARA Mathematics Curriculum v9.0.

### **Topics for Study:**

- Measurement – rational and irrational numbers, including surds, logarithms and exponentials, trigonometric ratios in context, trigonometric functions
- Space – congruency; proofs of geometric theorems, including circle theorems
- Algebra – linear and quadratic functions, simultaneous equations
- Probability – conditional statements, simulations of complex chance experiments

### **How students are assessed**

<b>Core and Extension Mathematics (S1 &amp; S2)</b>	<b>Short Course in Numeracy</b>
<ul style="list-style-type: none"><li>• Achievement Standard Quizzes</li><li>• Problem Solving and Modelling Task</li><li>• Unit and Term exams</li></ul>	<ul style="list-style-type: none"><li>• Extended response (oral mathematical presentation)</li><li>• Examination – short response</li><li>• Student Learning Journal</li></ul>



## **HEALTH AND PHYSICAL EDUCATION**

### **INTRODUCTION**

Health and Physical Education develops healthy and active citizens with critical inquiry skills to analyse and understand the influences on their health, safety, wellbeing and physical activity participation. During theoretical lessons, students experience different roles that contribute to successful participation in physical activity for themselves and others and propose strategies to maximise performance. Additionally, students learn the skills to develop positive self-identity and engage in respectful relationships. In practical lessons, students learn to apply specialised movement skills and complex movement strategies in authentic performance environments. Health and Physical Education provides the foundations for learning and alignment to senior syllabuses to build increasingly complex and developmental courses of study in the senior years.

### **TOPICS FOR STUDY**

Practical elements to be covered in this course include (but may be subject to change)

- Gaelic Football
- Table Tennis
- Lacrosse
- Indoor Hockey
- Orienteering

Integrated Theoretical Elements will include but are not limited to:

- Mental Health and Well-Being
- Relationships and Sexuality
- Benefits of Physical Activity

Year 10 Health and Physical Education will allow students to develop the physical skills, knowledge and understanding to provide a foundation base for Year 11 and 12 Physical Education, Sport and Recreation and Certificate II in Community Health Services. Half of the course will involve participation in the practical elements of the course for at least 50% of the allocated lesson time.

### **HOW STUDENTS ARE ASSESSED**

All students electing Health and Physical Education will be assessed on both practical and theoretical elements of the course.

A variety of assessment methods will be used including:

- Folio Tasks
- Written Examinations
- Research Reports
- Video Evidence

# **CAREER EDUCATION**

## **INTRODUCTION**

Career Education focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options to enable effective participation in their future study, working life and career. The units will encompass career development and career management strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work. The course helps students plan for and shape their future in the rapidly changing world of work and is part of the lifelong process of managing life, learning and work.

## **TOPICS FOR STUDY**

### **My Current Skills and Attributes**

In this topic, students begin to develop the self-knowledge, contemporary work skills and resilience necessary to thrive in the 21st century. They come to understand the skills and processes needed to adapt to multiple transitions in work and life, and use opportunities to transfer their developing knowledge, understanding and skills to a range of work-related and career contexts and activities.

The topic also aims to improve students' learning skills so that they become independent, lifelong learners. Students also come to understand that learning is a purposeful activity undertaken to achieve objectives that they value. It is an active process of gaining knowledge and understanding and developing the skills that draw on their prior knowledge and experiences.

### **My Options for the Future**

In this topic, students consider their future directions. They explore job and/or career options that incorporate their interests and skills and set personal goals as they prepare to make successful transitions to work, career and further education and/or training. Based on their developing self-knowledge and aligning the learning requirements of potential careers with current subject choices, students implement the initial stages of career plans.

## **HOW STUDENTS ARE ASSESSED**

Students will complete the following assessments:

- spoken/signed presentation — workplace interview or survey
- extended written response — career investigation
- student learning journal

ELECTIVE SUBJECTS



# **CIVICS AND CITIZENSHIP**

## **INTRODUCTION**

In Year 10, students compare Australia's federal system of government with another system of government in a country in Asia. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations and responses to global issues. Students also study the purpose and work of the High Court. They examine how rights are protected in Australia, and investigate the values and practices that enable a democratic society to be sustained. Students reflect on their rights, privileges and responsibilities as active and informed citizens.

The Civics and Citizenship program is framed by the following inquiry questions:

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the functions of the High Court of Australia and how does it protect rights under the Constitution?
- What are the features of a resilient democracy?
- How does Australia respond to emerging global issues?

## **TOPICS FOR STUDY**

- Systems of government and threats to democracy
- Citizens, 'the Law' and reform processes
- Creating and maintaining a cohesive society

## **HOW STUDENTS ARE ASSESSED**

Students will be assessed using a variety of methods including:

- Argumentative essay
- Inquiry report
- Persuasive speech
- Debate
- Examination

# DANCE

## Subject description

Studying the art of dance is to learn the language of movement as it expresses and interconnects the essence of communication. Dance education serves to stimulate conscious understanding of the language of movement and to develop aesthetic knowledge and skills in movement expression.

## What it will help students do

Education in dance provides students with thought-provoking experiences that combine many art forms and disciplines. The results of learning dance include the instrumental benefits of physical health, emotional maturation, social awareness, cognitive development, and academic achievement along with a creative outlet in a kinaesthetic learning style.

Learning the art of dance is a full, enriching, and physically joyful experience. Dance offers a unique opportunity for Year 10 students to participate in an exciting and energetic creative art-form, while increasing their self-confidence and physical fitness.

## Learning Experiences

- Refine their performance techniques
- Extend their understanding and use of space, time, dynamics, and relationships to expand their choreographic intentions
- Reflect on the development of dance styles and how choreographers can be identified through the style of their choreography
- Explore meaning and interpretation, forms and elements, and social, cultural, and historical contexts of dance as they make and respond to dance
- Evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform
- Understand that safe dance practices underlie all experiences of dance
- Perform within their own capabilities and work safely in groups.

## POSSIBLE TOPICS FOR STUDY

- Industry Dance
- Contemporary dance for an Australian context
- Dance and Technology
- Dance and social issues

## OPPORTUNITIES OFFERED IN DANCE

- Live performances of classwork
- Exposure to guest choreographers in desired styles
- Excursions to see live dance performances

## HOW ARE STUDENTS ASSESSED

**Choreography** - creating and sequencing dance (devised individually and in pairs or groups) which may be a combination of improvised and prepared material

**Performance** - presenting dance to an audience in sequences (individually, in pairs or as a group) which may be an adapted repertoire, a technique class, or a teacher and/or student choreographed sequence

**Appreciation** - critiquing and analysing live or video dance work or performances in written and oral presentations

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions.

### Possible career paths

- Arts administration and management
- Dancer
- Costume maker and designer
- Stage manager
- Dance teacher
- Health professional
- Performance artist
- Children's entertainer

# DRAMA

## INTRODUCTION

In Drama, students explore, depict and celebrate human experience by imagining and representing other people through live performance.

Drama is crucial in developing the highly desirable and employable skills of creativity, critical thinking, collaboration and communication. It is acknowledged that education in the 21st century needs to have creativity as a core skill. Drama is the perfect academic discipline which allows students to explore and develop their creative energy. Students will also develop skills that will help them in other subject areas by developing the ability to communicate their ideas to individuals and groups, oral presentations, job interview skills, debating, leadership roles and working as part of a team.

The study of Drama at St Eugene College caters for a wide range of student abilities through the provision of a multiplicity of practical and theoretical learning approaches. Drama constitutes and challenges the wide range of beliefs, values and meanings held and applied in societies.

### There are many benefits to studying Drama which include:

- Improved self-confidence
- Improved self-esteem
- Fostering creative thinking
  - Understand how to create dramatic meaning.
- Improved communication skills
  - Develop and refine their expressive and public speaking skills.
- Learning how to work collaboratively
- A broader understanding of the world in which we live
  - Analyse the historical and cultural significance of drama for entertainment, education and rebellion.
- Respect for diverse viewpoints
  - Take on and explore different personalities outside their own.
  - Develop roles and characters.
- Critical thinking, analytical and evaluation skills
  - Explore and develop issues, ideas and themes.

## TOPICS FOR STUDY

The Year 10 program incorporates a range of learning experiences through many dramatic forms and styles. Students have the opportunity to experience the art of performance as well as contributing to behind-the-scenes operations including, costumes, set, props, sound, lighting, and filming. Each semester is a practice-led project which aligns to the new senior syllabus.

Possible Areas of Drama Include:

- Physical Theatre
- Contemporary Performance
- The Scene Project with Queensland Theatre
- Magic Realism and Australian Gothic

## HOW STUDENTS ARE ASSESSED

Making artworks - Presenting - performance of student-devised or scripted drama AND Forming - improvisation, playbuilding, script writing, writing in role.

Responding to artworks - analysis and evaluation of recorded or live theatre, reflective journal entries and written exams.

### Possible career paths

- Actor
- Director
- Stage Manager
- Producer
- Playwrights
- Sound Technician
- Stunt Performer
- Theatrical Costume designer and maker
- Theatrical Make-Up Artist
- Multimedia Developer
- Recreation Officer

# **ECONOMICS AND BUSINESS**

## **INTRODUCTION**

The study of Economics and Business in Year 10 gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

## **TOPICS FOR STUDY**

- Organisation, Communication and Work teams
- Improving Business Productivity
- Fundamentals of Business
- Creation of Business Ideas

## **HOW STUDENTS ARE ASSESSED**

Students will be assessed using a variety of methods:

- Extended response exams
- Short response exams
- Feasibility study
- Multimodal presentation
- Anecdotal evidence

# GEOGRAPHY

## INTRODUCTION

The study of Geography allows for the development of essential 21st century skills. The program is designed to help students understand the interconnected world we live in, addressing issues from climate change to global trade. Geography equips students with knowledge about different cultures and environments, preparing them to make informed decisions and solve real-world problems.

In Year 10, students study two sub-strands of Geography:

**Environmental change and management** – focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change. It is suggested that the study of this topic draws on studies from within Australia, and other countries.

**Geographies of human wellbeing** – focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.

## HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods:

- Extended response exams
- Short response exams
- Field report
- Multimodal presentation
- Anecdotal evidence



# **HISTORY**

## **INTRODUCTION**

The Year 10 History program consists of a combination the non-mandatory units in from the Australian Curriculum and an introduction to Ancient History with a focus on the Year 10 historical skills curriculum. The program of study includes an investigation of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia's social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

## **TOPICS FOR STUDY**

Overview of the Modern World

- Rights and Freedoms
- The Globalising World

Overview of the Ancient World (Paleolithic to the Medieval Period)

- Ancient Religions
- Ancient Weapons and Warfare
- Ancient Economies

## **HOW STUDENTS ARE ASESED**

- Written responses to historical evidence
- Written research tasks and projects based on historical inquiry
- Examinations in response to historical evidence
- Anecdotal evidence

# **MEDIA ARTS – FILM, TELEVISION AND NEW MEDIA**

## **INTRODUCTION**

The study of media, prepares students for their journey through senior schooling. They will be required to communicate, be creative, collaborate and critically analyse, using transformative learning as their vehicle. They will explore, play with, interrogate and interact with a range of media forms and be able to make decisions about how they are assessed craft their own learning pathway through media arts.

## **TOPICS FOR STUDY**

<b>Auteur Theory Directors as storytellers</b>	<b>The Marvel Phenomenon</b>	<b>Media Manipulation</b>	<b>Cut and Paste – Dissecting Editing</b>
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## **HOW STUDENTS ARE ASSESSED**

Students are assessed through the five key concepts: technologies, languages, audience, institutions and representations. The course prepares students for senior Film, Television and New Media by providing opportunities to explore learning and assessment experiences which mirror those offered in the senior phase.

Possible assessment may include (but are not limited to):

- Critical analysis of an auteur
- Ted Talk
- Post Production portfolio
- Short film production
- Screenplay, storyboard or shooting script
- Treatment, synopsis and character outlines
- Extended written analytical exam

# MUSIC

## INTRODUCTION

Music has become an intricate part of everyone's lives and in our digital age, music has become even more accessible. It is a source of interaction: One can talk about it, listen to it, criticise or praise it, perform it, dance to it and feel it. The subject Music focuses on students making music and the ability to think and express themselves in sound. Through immersion in repertoire from a variety of cultural and historical contexts, students learn to create, present and respond to music.

Music builds self-discipline, confidence, creativity, teamwork, coordination, literacy and numeracy skills. The program uses a practical, hands on approach and explores technology and how to use a DAW (digital audio work station). Students do not need to already be able to play an instrument or read music to be successful in this course.

***Study of music in Year 10 will prepare students for studies in The Arts within senior, including industry-based studies and external courses.***

## POSSIBLE TOPICS FOR STUDY

Music from the Stage to Screen – an exploration from Musicals to Opera to Media to Video Games to Film

The Music Industry – Song writing, live performance stagecraft (sound and stage) and career pathways

Music's Greatest Hits – From Bach to Bowie and beyond!

Aussie Hits – Exploring the contemporary fusion of our First Nations Peoples and the music of today

*Semester two will be a student guided topic based upon the interests of the class.*

## HOW STUDENTS ARE ASSESSED

- Original compositions
- Arrangements/Remixes
- Individual/Group Performances
- Responding to live Performance (theatre visits)

# PHYSICAL EDUCATION

## INTRODUCTION

Students in physical education evaluate their participation and performance in a range of authentic physical activities. Students will be involved in the practical performance of these activities as well as in studying various theoretical concepts associated with them. Physical Education aligns closely with the Movement and Physical activity strand of the Australian Curriculum and is a subject which combines both physical and academic skills. A high level of interest, willingness to participate in practical activities and an ability to complete written tasks is required for this subject. This course is advised if you plan to study Physical Education or Sport and Recreation in Years 11 and 12.

## TOPICS FOR STUDY

Practical elements to be covered in this course include (but may be subject to change)

- Volleyball
- Oztag
- Tennis

Integrated Theoretical Elements will include but are not limited to:

- Functional Anatomy
- Sport Psychology
- Sports Coaching

Year 10 Physical Education will allow students to develop the physical skills, knowledge and understanding to provide a foundation base for Year 11 and 12 Physical Education and Sport and Recreation. Possible career pathways related to this subject include Exercise Science, Human Movement, Health and Physical Education teaching, Sports Journalism and Physiotherapy. Half of the course will involve participation in the practical elements of the course for at least 50% of the allocated lesson time.

## HOW STUDENTS ARE ASSESSED

All students electing Physical Education will be assessed on both practical and theoretical elements of the course.

A variety of assessment methods will be used including:

- Folio Tasks
- Written Examinations
- Research Reports
- Video Evidence

# SCIENCE

## INTRODUCTION

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, science's contribution to culture and society and its application in our lives.

It provides an understanding of scientific inquiry methods, a foundation of knowledge across the disciplines of science, and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions.

The curriculum in Year 10 Science supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they wish, in science-related careers.

## TOPICS FOR STUDY

The three topics for study in Year 10 Science include:

Biological Sciences, Chemical Sciences, Physical Sciences.

Students will deepen and expand their understanding of concepts from grade 7-9 while also being introduced to some of the skills necessary to be successful in senior science.

## HOW STUDENTS ARE ASSESSED

The Year 10 Science course at St Eugene College is designed to prepare students for further study in Physics, Chemistry and/or Biology in the senior years, through engaging lessons and experiments. We strongly encourage any students considering any of these three subjects in senior to study science in year 10. However, students who are not going to study any sciences in senior, but are interested in science, are encouraged to enrol in this subject as well.

Assessment will mirror the styles of assessment students have experienced in middle years science and will meet in senior years:

- Research Investigation
- Student Experiment Report
- Examinations, including data tests.



# **DIGITAL TECHNOLOGIES**

## **INTRODUCTION**

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. Digital systems support new ways of collaborating and communicating and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

## **TOPIC FOR STUDY**

### **Smart and Autonomous Systems**

Students acquire, store and validate real-world data from autonomous systems using a general-purpose programming language. They will design and implement modular programs using inputs and outputs. Students will also develop autonomous systems for increasingly complex robotic systems. Students consider the opportunities for enterprise by developing solutions for real world problems.

### **Creative Media**

Students will explore creative applications of digital technologies. They will investigate and apply production skills to manipulate photographic and cinematographic hardware. Using industry-standard software, including the Adobe media suite, students will edit still and motion images to create a production for an audience.

## **HOW STUDENTS ARE ASSESSED**

Assessment is undertaken through a variety of tasks, including digital projects and portfolio work. At the end of each Semester, students should be able to compile a digital record of their completed tasks throughout the year which becomes a valuable resource for future studies.

## **DESIGN TECHNOLOGIES – ENGINEERING**

### **INTRODUCTION**

Design Technologies – Materials (Engineering) offers students an introduction to the concepts, skills and processes required in the senior technologies subjects and trade industry. Students will gain experience in furnishing and engineering practices. Students will communicate their understanding through workshop projects and logbooks.

### **TOPICS FOR STUDY**

**Safe work practices** – Students will continually complete and identify safe work practices, exploring how these align to WHS in the real world.

**Industrial practices** – Students will manufacture a project using technologies associated with mixed medium (plastics, wood, metal). Students will need to identify the steps involved in planning and managing the production of product within a given time frame.

**Engineering practices** – Students will manufacture a project using technologies associated with metalworking. Students will need to identify the steps involved in planning and managing the production of product within a given time frame.

**Furnishing practices** – Students will manufacture a project using technologies associated with furnishing. Students will need to identify the steps involved in planning and managing the production of product within a given time frame.

### **HOW STUDENTS ARE ASSESSED**

Over the course of study, students will complete a variety of:

- Practical projects
- Logbook

**IMPORTANT NOTE:** As part of our WHS leather enclosed shoes are compulsory for this elective. We do highly recommend students purchase and wear safety footwear.

# DESIGN TECHNOLOGIES - DESIGN & GRAPHICS

## INTRODUCTION

Design Technologies - Design and Graphics engages students in solving real world design problems through projects and challenges. The subject requires students to solve these problems using the Senior Design 'double diamond' process allowing students to explore the design situations then developing solutions. Within this course, students will be able to develop skills in Computer Aided Drawing (CAD) and will provide an introduction to the Senior Design and Technologies courses offered in years 11 and 12.

## TOPICS FOR STUDY

**Creating a Better World** - How can we design and make a better future? Students will work collaboratively as they use design thinking to create practical solutions for real-world problems. Through using research, problem-solving and the design process, students will provide solutions for the problem using a range of CADD and construction technologies such as laser cutting, 3D printing.

**Built Environment (Architecture)** – students are introduced to architectural design and CADD drafting. They develop skills of how to design a structure considering a client's needs and wants, considering building regulations.

**Design as Identity** – What does successful designs look like? How might we support and promote an icon/company for their needs and wants? Students consider business, graphic design and media design to promote a client's needs and wants.

## HOW STUDENTS ARE ASSESSED

Over the course of study, students will complete a variety of:

- Design Folios
- Class activities and discussions
- Design challenges



# DESIGN TECHNOLOGIES - FOOD SPECIALISATIONS

## INTRODUCTION

Students will continue to develop their Food Specialisation skills through exploration of the Investigation, Design, Production & Evaluation aspects of the Technology Model. Students will use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identify needs or opportunities. They will work independently and collaboratively using a range of technologies including graphical representation techniques to communicate ideas and production plans, including identification of steps involved in planning and production of designed solutions.

During this course students will explore the fundamentals of food preparation and catering for others. They will investigate planning and preparation of food for larger groups, use of catering equipment, menu creation, food presentation and research career opportunities and training courses available in the hospitality industry. Food hygiene and food safety will be continued from previous units. Whilst examining the effects technology has on our food, students will investigate, design, create and evaluate their food creations for catering functions.

## TOPICS FOR STUDY

During this course students will complete the following units of work which will include both theoretical and practical elements:

Term 1	Term 2	Term 3	Term 4
Basic Cookery Methods	Café	Food for Thought	Celebration Time

## HOW STUDENTS ARE ASSESSED

- Food Preparation Factories
- Practical cooking tasks
- Folio tasks
- Restaurants
- Design Brief response
- Catering for specific function
- Theory Exam
- Work Booklets

# VISUAL ARTS

## INTRODUCTION

This subject is relevant for anyone wanting to move towards creative or design-based pathways (including design, architecture and arts courses or careers), but it is also appropriate for those who wish to use the subject to explore their creativity. Students will make and appraise two-dimensional and three-dimensional forms and learn art techniques and processes across a range of media areas including drawing, design, painting, printmaking, sculpture, ceramics, fibre arts, photographic art and electronic imaging, using various surfaces, wet and dry media, found and made objects. Students will explore multiple contexts including personal, public and community contexts in display, and cultural, social, spiritual, historical, political and economic contexts in making and appraising objects.

## TOPICS FOR STUDY

Photorealism- Portrait Drawing  
Biomorphic sculpture- Ceramics/clay  
Colour reduction Lino Printing- Land and Sea  
Acrylic painting on canvas  
Own Choice of Media.

## HOW STUDENTS ARE ASSESSED

**Making and Displaying Images and Objects** – Development work in Visual Arts Diary, 2D and 3D tasks using a variety of media and consideration of function and purpose.

**Appraising Tasks** – Comparative and analytical essays, critiques of artists and their artwork, reflective and responding tasks, exams.



***St Eugene College***

*Dare to grow in faith, hope and love*

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